



## Spotswood Elementary

400 Mountain View Drive, Harrisonburg, VA 22801

### Harrisonburg City Public Schools

**Principal: Mrs. Joy Blosser**  
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#### Title I - School Wide Program

The Commonwealth of Virginia is committed to providing a quality education for all students. The Virginia School Report Card provides transparent information about the performance of Virginia's schools. School accreditation and federal accountability ratings for a specific school year are based on student achievement on tests taken during the previous academic year.

#### 2015 - 2016 Summary of Accountability Results

State Accreditation Status	Federal Accountability	
Data Not Yet Available	Title I Priority: Data Not Yet Available	Title I Focus: Data Not Yet Available

### State Accreditation Results for All Students

This table summarizes the data used in calculating the state accreditation status of the school and is reported for the "all students" group.

State Accreditation Results for All Students								
Subject	Accreditation Benchmark	2013 - 2014		2014 - 2015		2015 - 2016		Met Accreditation Benchmark
		1 Year	3 Year	1 Year	3 Year	1 Year	3 Year	
English	75	72	84	77	80	*	*	*
Mathematics	70	70	76	83	72	*	*	*
History	70	87	88	88	86	*	*	*
Science		87	91	91	90	*	*	*
Key: YES = Met objective based on current year results AB = Met objective based on Alternative Benchmark - = No data for group * = Data not yet available 3YR = Met objective based on the 3 year average result NO = Did not meet objective < = A group below state definition for personally identifiable results N/A = Not applicable								

### Proficiency Gap Dashboard for Federal Accountability

Under Virginia's approved Elementary and Secondary Education Act waiver application, schools must meet increasing targets — referred to as Annual Measurable Objectives (AMOs) — in reading and mathematics for all students, three "Proficiency Gap Groups," and other subgroups in order to meet federal accountability requirements. Schools have three ways to meet the AMOs: test results from the most recently completed school year, test results based on a three-year average, or by reducing the failure rate by 10 percent. High schools must also meet the federal graduation indicator for all groups. "Proficiency Gaps" report the differences in performance of traditionally underperforming student subgroups as compared with established AMOs. The AMOs vary by Proficiency Gap Group based on performance of students in each group on SOL tests administered in 2014-2015; however, AMOs in reading and mathematics will increase annually until 2017-2018 when the reading objective will be 78 for all groups and the mathematics objective will be 73 percent for all groups.

Proficiency Gap Dashboard for Federal Accountability						
	Reading			Mathematics		
	AMO Target	AMO Result	Met AMO Target	AMO Target	AMO Result	Met AMO Target
All Students	*	*	*	*	*	*
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	*	*	*	*	*	*
Gap Group 2 - Black Students	*	*	*	*	*	*
Gap Group 3 - Hispanic Students	*	*	*	*	*	*
Key: YES = Met objective based on the current year result TS = Too small; objective not evaluated due to too few students NO = Did not meet objective - = No data for group N/A = Not applicable 3YR = Met objective based on the 3 year average result R10 = Met objective by reducing failure rate by at least 10 percent < = A group below state definition for personally identifiable results * = Data not yet available						

Detailed student performance data for all subgroups, including state and federal graduation data, are available on subsequent pages.

## Federal Annual Measurable Objectives

Under federal requirements, Virginia is required to establish annual measurable objectives (AMOs) for proficiency in reading and mathematics test participation and performance for all subgroups. In addition, schools with a graduating class must meet federal graduation requirements for all subgroups of students. The table below displays whether or not the subgroups represented at the school met federal AMOs. More detailed federal AMO data are available in this report card. **Schools with one or more subgroups not meeting a minimum passing rate target— and not identified as a Title I Priority or Title I Focus school — are required to implement an improvement plan. Title I Priority and Focus schools have additional requirements.**

Federal Annual Measurable Objectives		
Participation	2015-2016	
	Reading	Mathematics
All Students	*	*
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	*	*
Gap Group 2 - Black Students	*	*
Gap Group 3 - Hispanic Students	*	*
Asian	*	*
Economically Disadvantaged	*	*
Limited English Proficient	*	*
Students with Disabilities	*	*
White	*	*
Performance	2015-2016	
	Reading	Mathematics
All Students	*	*
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	*	*
Gap Group 2 - Black Students	*	*
Gap Group 3 - Hispanic Students	*	*
Asian	*	*
Economically Disadvantaged	*	*
Limited English Proficient	*	*
Students with Disabilities	*	*
White	*	*
Federal Graduation Indicator (FGI)		2015-2016
All Students		*
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)		*
Gap Group 2 - Black Students		*
Gap Group 3 - Hispanic Students		*
Asian		*
Economically Disadvantaged		*
Limited English Proficient		*
Students with Disabilities		*
White		*
<p>Key: YES = Met objective</p> <p>YES-3YR = Met objective based on the 3 year average result</p> <p>YES-5YR = Met objective with 5-year FGI</p> <p>YES-6YR = Met objective with 6-year FGI</p> <p>YES-R10 = Met objective by reducing failure rate by at least 10 percent</p> <p>YES-MP = Maintain Progress: Current year pass rate equal to prior year's pass rate, or stayed within 5%</p> <p>YES-CI = Continuous Improvement: Met starting pass rate (which exceeds Year 6 pass rate) and made continuous improvement as compared to prior year</p> <p>NO = Did not meet objective</p> <p>TS = Too small, objective not evaluated due to too few students</p> <p>* = Data not yet available</p> <p>- = No data for group</p> <p>N/A = Not applicable</p>		

## School - Fall Membership

School membership (enrollment) is reported on September 30 of each school year.

School - Fall Membership			
Grade	2012-2013	2013-2014	2014-2015
PK - Pre-kindergarten	12	0	1
KG - Kindergarten	88	94	67
01 - Grade 1	99	90	103
02 - Grade 2	82	100	83
03 - Grade 3	81	77	105
04 - Grade 4	77	76	79
Total Students	439	437	438
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available			

## Advanced Program Information

The percentage of students enrolled in advanced programs is a key indicator of school quality at the secondary level.

School - Advanced Program Information			
Program type	2012-2013	Count / Percentage	
		2013-2014	2014-2015
	-	-	-
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available			

# Percentage of Students Passing and Tested in English Reading and Mathematics

Only student subgroups represented are listed.

Student Subgroup	Type	2012-2013			2013-2014			2014-2015			
		Passed	Tested	Not Tested	Passed	Tested	Not Tested	Passed	Tested	Not Tested	Current Year AMO
English Performance											
All Students	School	52	100	0	55	100	0	*	*	*	*
	Division	63	100	0	62	100	0	*	*	*	*
	State	75	100	0	74	100	0	*	*	*	*
Female	School	57	100	0	49	100	0	*	*	*	*
	Division	65	100	0	65	100	0	*	*	*	*
	State	77	100	0	78	100	0	*	*	*	*
Male	School	47	100	0	61	100	0	*	*	*	*
	Division	61	100	0	59	100	0	*	*	*	*
	State	72	100	0	71	100	0	*	*	*	*
Black	School	56	100	0	33	100	0	*	*	*	*
	Division	56	100	0	53	100	0	*	*	*	*
	State	59	100	0	59	100	0	*	*	*	*
Hispanic	School	50	100	0	51	100	0	*	*	*	*
	Division	49	100	0	49	100	0	*	*	*	*
	State	65	100	0	65	100	0	*	*	*	*
White	School	53	100	0	79	100	0	*	*	*	*
	Division	75	100	0	76	100	0	*	*	*	*
	State	82	100	0	82	100	0	*	*	*	*
Asian	School	<	<	<	<	<	<	*	*	*	*
	Division	82	100	0	76	100	0	*	*	*	*
	State	87	100	0	87	100	0	*	*	*	*
Two or more races	School	<	<	<	<	<	<	*	*	*	*
	Division	66	100	0	65	100	0	*	*	*	*
	State	78	100	0	78	100	0	*	*	*	*
Students with Disabilities	School	19	100	0	<	100	0	*	*	*	*
	Division	36	100	0	33	99	1	*	*	*	*
	State	43	99	1	43	99	1	*	*	*	*
Economically Disadvantaged	School	47	100	0	50	100	0	*	*	*	*
	Division	51	100	0	51	100	0	*	*	*	*
	State	59	100	0	59	100	0	*	*	*	*
Limited English Proficient	School	51	100	0	51	100	0	*	*	*	*
	Division	43	100	0	42	100	0	*	*	*	*
	State	54	100	0	54	100	0	*	*	*	*
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	School	48	100	0	51	100	0	*	*	*	*
	Division	52	100	0	51	100	0	*	*	*	*
	State	59	100	0	59	100	0	*	*	*	*
Gap Group 2 - Black Students	School	56	100	0	33	100	0	*	*	*	*
	Division	56	100	0	53	100	0	*	*	*	*
	State	59	100	0	59	100	0	*	*	*	*
Gap Group 3 - Hispanic Students	School	50	100	0	51	100	0	*	*	*	*
	Division	49	100	0	49	100	0	*	*	*	*
	State	65	100	0	65	100	0	*	*	*	*
Migrant	School	<	<	<	<	<	<	*	*	*	*
	Division	50	96	4	38	95	5	*	*	*	*
	State	52	99	1	52	99	1	*	*	*	*
Mathematics Performance											
All Students	School	40	100	0	56	100	0	*	*	*	*
	Division	62	100	0	70	100	0	*	*	*	*
	State	71	99	1	74	99	1	*	*	*	*
Female	School	43	100	0	54	100	0	*	*	*	*
	Division	64	100	0	72	100	0	*	*	*	*
	State	73	100	0	76	100	0	*	*	*	*
Male	School	37	100	0	57	100	0	*	*	*	*
	Division	60	100	0	69	100	0	*	*	*	*

		2012-2013			2013-2014			2014-2015			
	State	70	99	1	72	99	1	*	*	*	*
Black	School	28	100	0	37	100	0	*	*	*	*
	Division	52	100	0	60	99	1	*	*	*	*
	State	55	99	1	60	99	1	*	*	*	*
Hispanic	School	30	100	0	49	100	0	*	*	*	*
	Division	50	100	0	62	100	0	*	*	*	*
	State	64	99	1	67	99	1	*	*	*	*
White	School	57	100	0	74	100	0	*	*	*	*
	Division	72	100	0	80	100	0	*	*	*	*
	State	77	100	0	80	100	0	*	*	*	*
Asian	School	<	<	<	<	<	<	*	*	*	*
	Division	83	100	0	86	100	0	*	*	*	*
	State	88	100	0	90	100	0	*	*	*	*
Two or more races	School	<	<	<	<	<	<	*	*	*	*
	Division	64	100	0	68	100	0	*	*	*	*
	State	74	99	1	77	99	1	*	*	*	*
Students with Disabilities	School	19	100	0	<	100	0	*	*	*	*
	Division	33	99	1	40	100	0	*	*	*	*
	State	41	99	1	43	99	1	*	*	*	*
Economically Disadvantaged	School	34	100	0	50	100	0	*	*	*	*
	Division	52	100	0	64	100	0	*	*	*	*
	State	57	99	1	61	99	1	*	*	*	*
Limited English Proficient	School	34	100	0	49	100	0	*	*	*	*
	Division	48	100	0	60	100	0	*	*	*	*
	State	59	99	1	62	99	1	*	*	*	*
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	School	34	100	0	51	100	0	*	*	*	*
	Division	53	100	0	64	100	0	*	*	*	*
	State	57	99	1	61	99	1	*	*	*	*
Gap Group 2 - Black Students	School	28	100	0	37	100	0	*	*	*	*
	Division	52	100	0	60	99	1	*	*	*	*
	State	55	99	1	60	99	1	*	*	*	*
Gap Group 3 - Hispanic Students	School	30	100	0	49	100	0	*	*	*	*
	Division	50	100	0	62	100	0	*	*	*	*
	State	64	99	1	67	99	1	*	*	*	*
Migrant	School	<	<	<	<	<	<	*	*	*	*
	Division	52	100	0	31	100	0	*	*	*	*
	State	52	100	0	55	99	1	*	*	*	*

Key: < = A group below state definition for personally identifiable results

- = No data for group

\* = Data not yet available

## Other Academic Indicators

Only student subgroups represented are listed.

Student Subgroup	Type	2012-2013		2013-2014		2014-2015	
		Passed	Tested	Passed	Tested	Passed	Tested
History Performance							
All Students	School	70	100	77	87	*	*
	Division	76	98	79	95	*	*
	State	85	99	84	98	*	*
Female	School	68	100	76	85	*	*
	Division	74	98	78	95	*	*
	State	84	99	84	99	*	*
Male	School	72	100	78	88	*	*
	Division	78	97	81	94	*	*
	State	86	99	85	98	*	*
Black	School	68	100	67	100	*	*
	Division	71	97	69	98	*	*
	State	74	99	73	99	*	*
Hispanic	School	67	100	77	78	*	*
	Division	63	97	71	90	*	*
	State	79	95	78	93	*	*
White	School	79	100	84	95	*	*
	Division	85	99	88	97	*	*
	State	90	99	89	99	*	*
Asian	School	<	100	<	100	*	*
	Division	91	99	94	99	*	*
	State	94	98	94	97	*	*
Two or more races	School	<	100	<	100	*	*
	Division	79	100	80	100	*	*
	State	87	99	87	99	*	*
Students with Disabilities	School	31	100	<	64	*	*
	Division	51	99	54	93	*	*
	State	60	98	58	98	*	*
Economically Disadvantaged	School	66	100	75	85	*	*
	Division	67	97	73	92	*	*
	State	74	98	73	97	*	*
Limited English Proficient	School	68	100	80	82	*	*
	Division	61	95	68	87	*	*
	State	72	89	70	86	*	*
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	School	66	100	75	85	*	*
	Division	68	97	73	93	*	*
	State	74	97	73	97	*	*
Gap Group 2 - Black Students	School	68	100	67	100	*	*
	Division	71	97	69	98	*	*
	State	74	99	73	99	*	*
Gap Group 3 - Hispanic Students	School	67	100	77	78	*	*
	Division	63	97	71	90	*	*
	State	79	95	78	93	*	*
Migrant	School	<	100	<	50	*	*
	Division	68	96	<	52	*	*
	State	71	88	72	83	*	*
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available							

## Non-Assessment-Based Other Academic Indicators

NCLB requires schools, school divisions and states to make progress in additional areas, such as science, history, writing, attendance and graduation. **Only student subgroups represented are listed.**

Other Academic Indicators				
Student Subgroup	Type	2012-2013 Percentage	2013-2014 Percentage	2014-2015 Percentage
<b>Attendance Rate</b>				
All Students	School	95	96	*
	Division	95	95	*
	State	95	96	*
Black	School	96	97	*
	Division	95	95	*
	State	95	96	*
Hispanic	School	96	96	*
	Division	95	95	*
	State	95	95	*
White	School	95	95	*
	Division	95	95	*
	State	95	96	*
Asian	School	<	<	*
	Division	96	96	*
	State	97	97	*
Students with Disabilities	School	96	95	*
	Division	94	94	*
	State	94	94	*
Economically Disadvantaged	School	95	96	*
	Division	94	94	*
	State	94	95	*
Limited English Proficient	School	96	96	*
	Division	95	95	*
	State	95	96	*
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	School	95	96	*
	Division	94	95	*
	State	94	95	*
Notes:				
Attendance Rate: average daily attendance percentage				
Key: < = A group below state definition for personally identifiable results				
- = No data for group				
* = Data not yet available				

## Assessment Results at each Proficiency Level by Subgroup

The Virginia Assessment Program includes Standards of Learning (SOL) tests and other statewide assessments in English, history/social science, mathematics, and science. The tables below provide information for the three most recent years on the achievement of students on these tests, including percentages of students who demonstrate proficiency and advanced proficiency. Annual accountability ratings are based on achievement during the previous academic year or combined achievement from the three most recent years. **Only student subgroups represented are listed.**

Assessment Results at each Proficiency Level by Subgroup													
Student Subgroup	Type	2012-2013				2013-2014				2014-2015			
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
English: Reading													
Grade 3													
All Students	School	10	41	51	49	19	39	57	43	16	50	66	34
	Division	18	48	66	34	18	49	67	34	17	55	72	28
	State	19	53	72	28	16	53	69	31	21	54	75	25
	Female	School	12	50	62	38	12	35	47	53	21	48	70
	Division	19	50	68	32	17	50	66	34	20	54	73	27
	State	21	55	75	25	18	55	73	27	23	56	78	22
	Male	School	8	31	39	61	25	42	67	33	10	51	61
	Division	18	46	64	36	18	48	67	33	15	56	71	29
	State	17	52	69	31	15	50	66	34	19	53	73	27
	Black	School	15	54	69	31	<	<	<	<	<	<	<
	Division	15	51	66	34	3	39	42	58	9	71	79	21
	State	10	47	57	43	7	45	52	48	11	50	61	39
	Hispanic	School	6	40	46	54	28	28	56	44	11	46	57
	Division	12	41	53	47	15	41	55	45	12	54	66	34
	State	16	48	64	36	14	46	60	40	19	50	69	31
	White	School	11	37	48	52	6	78	83	17	29	50	79
	Division	23	53	76	24	25	58	83	17	25	52	78	22
	State	23	57	79	21	20	57	77	23	25	57	82	18
	Asian	School	<	<	<	<	<	<	<	<	<	<	<
	Division	44	50	94	6	27	55	82	18	42	42	83	17
	State	28	57	85	15	27	56	83	17	32	56	88	12
	Two or more races	School	<	<	<	<	<	<	<	<	<	<	<
	Division	14	50	64	36	8	60	68	32	10	62	72	28
	State	19	55	74	26	17	55	73	27	21	57	77	23
	Students with Disabilities	School	<	<	<	<	<	<	<	<	20	30	50
	Division	11	34	45	55	13	34	47	53	22	27	49	51
	State	13	34	47	53	13	31	44	56	14	34	48	52
	Economically Disadvantaged	School	7	39	46	54	21	32	53	47	14	50	64
	Division	11	43	54	46	13	44	58	42	14	55	69	31
	State	11	48	59	41	9	45	55	45	13	51	64	36
	Limited English Proficient	School	10	40	50	50	23	32	54	46	14	46	60
	Division	17	39	56	44	16	43	59	41	16	51	67	33
	State	15	47	62	38	15	44	59	41	19	48	67	33
	Mathematics												
Grade 3													
All Students	School	1	21	22	78	4	46	51	49	6	52	58	42
	Division	8	44	53	47	15	50	65	35	17	55	72	28
	State	17	49	65	35	16	51	67	33	19	56	74	26
	Female	School	0	25	25	75	3	41	44	56	11	45	57
	Division	8	41	49	51	12	52	64	36	18	54	72	28
	State	15	49	65	35	15	52	67	33	18	57	75	25
	Male	School	3	17	19	81	6	52	58	42	0	59	59
	Division	9	47	56	44	18	48	65	35	15	57	72	28
	State	17	48	65	35	16	50	67	33	19	55	74	26
	Black	School	0	23	23	77	<	<	<	<	<	<	<
	Division	5	44	49	51	0	39	39	61	9	50	59	41
	State	7	40	47	53	8	44	51	49	9	51	61	39
	Hispanic	School	0	6	6	94	3	44	46	54	3	46	49
	Division	2	33	35	65	7	48	55	45	9	57	66	34
	State	9	45	54	46	9	48	57	43	12	55	67	33
	White	School	4	37	41	59	11	56	67	33	8	73	81
	Division	13	55	68	32	25	53	78	22	26	54	80	20
	State	20	53	73	27	19	55	74	26	23	58	81	19
	Asian	School	<	<	<	<	<	<	<	<	<	<	<



Assessment Results at each Proficiency Level by Subgroup													
Student Subgroup	Type	2012-2013				2013-2014				2014-2015			
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
	Division	38	44	81	19	45	45	91	9	50	42	92	8
	State	34	50	84	16	32	54	85	15	36	53	89	11
Two or more races	School	<	<	<	<	<	<	<	<	<	<	<	<
	Division	0	57	57	43	8	62	69	31	14	66	79	21
	State	18	50	68	32	17	53	70	30	19	58	77	23
Students with Disabilities	School	<	<	<	<	<	<	<	<	0	10	10	90
	Division	5	21	26	74	9	28	38	63	7	24	31	69
	State	10	30	40	60	11	30	41	59	12	34	46	54
Economically Disadvantaged	School	1	15	16	84	2	44	46	54	4	49	53	47
	Division	3	35	38	62	7	48	56	44	10	57	68	32
	State	8	42	49	51	8	45	53	47	10	52	63	37
Limited English Proficient	School	0	16	16	84	2	45	47	53	6	48	54	46
	Division	3	36	39	61	10	48	57	43	10	58	69	31
	State	9	45	54	46	10	47	58	42	12	53	65	35
<b>English: Reading</b>													
													<b>Grade 4</b>
All Students	School	10	43	54	46	15	38	53	47	4	57	61	39
	Division	18	46	64	36	15	43	58	42	18	51	69	31
	State	18	52	70	30	18	52	70	30	21	56	77	23
Female	School	3	48	52	48	15	36	52	48	3	65	68	32
	Division	21	45	66	34	17	45	62	38	21	50	71	29
	State	20	53	73	27	20	52	73	27	24	56	80	20
Male	School	17	39	56	44	14	40	54	46	5	49	54	46
	Division	16	47	62	38	13	41	54	46	14	53	67	33
	State	16	51	67	33	16	51	68	32	18	57	74	26
Black	School	0	42	42	58	21	21	43	57	<	<	<	<
	Division	7	43	50	50	12	49	60	40	3	45	48	52
	State	7	45	52	48	9	45	53	47	10	53	63	37
Hispanic	School	3	52	55	45	6	38	44	56	2	55	57	43
	Division	7	46	53	47	6	36	42	58	9	52	61	39
	State	11	47	58	42	11	46	57	43	13	54	67	33
White	School	25	35	60	40	25	50	75	25	10	62	71	29
	Division	32	45	77	23	24	48	72	28	28	52	80	20
	State	23	55	79	21	23	56	78	22	26	59	84	16
Asian	School	<	<	<	<	<	<	<	<	<	<	<	<
	Division	33	58	92	8	29	50	79	21	50	30	80	20
	State	26	56	82	18	30	53	84	16	34	56	90	10
Two or more races	School	<	<	<	<	<	<	<	<	<	<	<	<
	Division	31	46	77	23	13	44	56	44	17	61	78	22
	State	19	54	73	27	19	54	73	27	23	57	80	20
Students with Disabilities	School	9	9	18	82	<	<	<	<	<	<	<	<
	Division	8	28	35	65	5	28	33	67	14	29	43	57
	State	11	31	42	58	12	32	44	56	12	36	48	52
Economically Disadvantaged	School	5	43	48	52	7	41	47	53	3	53	56	44
	Division	7	48	55	45	5	41	46	54	12	50	62	38
	State	8	46	54	46	9	46	54	46	10	54	64	36
Limited English Proficient	School	3	49	51	49	9	39	48	52	4	49	53	47
	Division	5	48	54	46	5	38	43	57	8	53	61	39
	State	8	43	51	49	9	44	53	47	11	53	65	35
Migrant	School	<	<	<	<	<	<	<	<	<	<	<	<
	Division	<	<	<	<	<	<	<	<	<	<	<	<
	State	4	44	48	52	5	43	48	52	19	48	67	33
													<b>Grade 4</b>
<b>Mathematics</b>													
All Students	School	12	48	59	41	15	46	60	40	16	58	74	26
	Division	22	48	70	30	24	53	77	23	28	56	84	16
	State	22	53	74	26	26	54	80	20	29	55	84	16
Female	School	6	59	65	35	18	45	64	36	14	61	75	25
	Division	23	49	72	28	21	56	77	23	29	54	84	16
	State	21	54	75	25	25	55	81	19	28	56	84	16
Male	School	17	37	54	46	11	46	57	43	18	55	74	26
	Division	21	48	69	31	27	50	77	23	26	57	83	17
	State	23	51	74	26	27	52	79	21	30	53	83	17

Assessment Results at each Proficiency Level by Subgroup													
Student Subgroup	Type	2012-2013				2013-2014				2014-2015			
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
Black	School	8	25	33	67	13	33	47	53	<	<	<	<
	Division	9	39	48	52	19	58	77	23	7	57	64	36
	State	10	49	59	41	14	53	67	33	15	57	72	28
Hispanic	School	3	52	55	45	0	53	53	47	13	63	76	24
	Division	12	48	60	40	12	56	67	33	18	62	81	19
	State	15	52	67	33	18	55	73	27	19	57	76	24
White	School	20	60	80	20	35	45	80	20	30	45	75	25
	Division	34	53	87	13	37	51	87	13	40	48	88	12
	State	26	55	81	19	31	55	85	15	34	55	89	11
Asian	School	<	<	<	<	<	<	<	<	<	<	<	<
	Division	67	25	92	8	50	38	88	13	60	40	100	0
	State	42	48	90	10	49	44	93	7	53	42	95	5
Two or more races	School	<	<	<	<	<	<	<	<	<	<	<	<
	Division	15	54	69	31	19	50	69	31	22	70	91	9
	State	23	53	76	24	27	54	81	19	30	55	85	15
Students with Disabilities	School	0	27	27	73	<	<	<	<	<	<	<	<
	Division	10	28	38	63	7	32	39	61	14	29	43	57
	State	12	34	46	54	14	37	51	49	15	39	54	46
Economically Disadvantaged	School	7	48	55	45	7	47	53	47	9	63	72	28
	Division	12	50	62	38	13	57	70	30	19	62	81	19
	State	11	50	61	39	15	54	68	32	16	57	74	26
Limited English Proficient	School	3	54	56	44	7	44	51	49	9	61	70	30
	Division	16	48	64	36	12	56	68	32	19	62	81	19
	State	13	51	64	36	17	55	72	28	19	56	76	24
Migrant	School	<	<	<	<	<	<	<	<	<	<	<	<
	Division	<	<	<	<	<	<	<	<	<	<	<	<
	State	10	48	59	41	17	50	67	33	33	43	76	24
<b>Virginia Studies</b>													
<b>Content Specific</b>													
All Students	School	32	43	75	25	35	45	80	20	9	59	69	31
	Division	36	47	83	17	36	46	82	18	27	52	79	21
	State	47	41	87	13	44	42	85	15	43	44	87	13
Female	School	24	56	79	21	26	55	81	19	3	68	70	30
	Division	35	47	82	18	34	47	81	19	27	53	80	20
	State	44	42	87	13	42	44	85	15	42	45	87	13
Male	School	40	31	71	29	43	37	80	20	16	51	68	32
	Division	38	47	85	15	38	46	83	17	27	51	78	22
	State	49	39	88	12	45	40	85	15	45	42	87	13
Black	School	17	50	67	33	36	43	79	21	<	<	<	<
	Division	24	50	74	26	33	48	81	19	7	72	79	21
	State	29	49	79	21	27	48	75	25	27	51	79	21
Hispanic	School	32	52	84	16	31	48	79	21	4	62	67	33
	Division	25	54	79	21	26	46	72	28	15	56	71	29
	State	34	47	80	20	31	47	78	22	29	49	78	22
White	School	35	40	75	25	40	40	80	20	24	48	71	29
	Division	51	39	90	10	44	47	91	9	44	43	87	13
	State	54	37	92	8	51	39	90	10	51	40	91	9
Asian	School	<	<	<	<	<	<	<	<	<	<	<	<
	Division	67	25	92	8	56	31	88	13	<	<	<	<
	State	65	29	94	6	64	31	95	5	64	31	95	5
Two or more races	School	<	<	<	<	<	<	<	<	<	<	<	<
	Division	31	54	85	15	31	56	88	13	22	65	87	13
	State	47	43	89	11	44	43	87	13	45	44	89	11
Students with Disabilities	School	9	18	27	73	<	<	<	<	<	<	<	<
	Division	11	46	57	43	7	43	50	50	7	41	48	52
	State	20	43	64	36	19	41	59	41	18	43	61	39
Economically Disadvantaged	School	24	48	72	28	29	50	79	21	4	61	66	34
	Division	24	53	78	22	26	49	76	24	16	59	75	25
	State	29	49	78	22	26	49	75	25	26	51	77	23
Limited English Proficient	School	31	49	79	21	27	59	86	14	2	64	66	34
	Division	25	54	79	21	28	48	76	24	16	57	74	26
	State	28	48	77	23	29	47	76	24	27	49	76	24

Assessment Results at each Proficiency Level by Subgroup													
Student Subgroup	Type	2012-2013				2013-2014				2014-2015			
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
Migrant	School	<	<	<	<	<	<	<	<	<	<	<	<
	Division	<	<	<	<	<	<	<	<	<	<	<	<
	State	28	60	<b>88</b>	12	30	50	<b>80</b>	20	35	40	<b>75</b>	25
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available													

## Career and Technical Education

Secondary schools report the number of credentials earned by students for passing occupational competency assessments recognized by the National Occupational Competency Testing Institute (NOCTI), state licensure examinations, industry certification examinations, and workplace readiness skills assessments. Prior to 2010-2011, workplace readiness skills assessments were included in the Industry Certification category, but now are reported separately.

Career and Technical Education				
	Type	2012-2013	Count 2013-2014	2014-2015
NOCTI Assessments	School	*	*	*
	Division	11	16	12
	State	4577	5024	3971
State Licensures	School	*	*	*
	Division	5	2	2
	State	673	905	1673
Industry Certification	School	*	*	*
	Division	125	225	293
	State	39658	69321	89541
Workplace Readiness	School	*	*	*
	Division	18	0	0
	State	22127	28349	33665
Total Credentials Earned	School	*	*	*
	Division	159	243	307
	State	67035	103599	128850
Students Earning One or More Credentials	School	*	*	*
	Division	127	212	276
	State	56904	86257	104867
CTE Completers	School	*	*	*
	Division	80	150	162
	State	40761	41924	38808
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available				

## Percentage of Core Academic Classes Taught by Teachers Not Meeting the Federal

### Definition of Highly Qualified

Virginia recognizes the importance of teacher quality in raising student achievement. This table provides the percentage of core academic classes taught by teachers teaching outside of their area of endorsement.

Percentage of Core Academic Classes Taught by Teachers Not Meeting the Federal Definition of Highly Qualified			
School type	2012-2013	2013-2014	2014-2015
<b>School</b>			
This school	0	0	0
<b>Division</b>			
All Schools	1	1	2
High Poverty	2	1	2
<b>State</b>			
All Schools	1	1	1
High Poverty	2	2	2
Low Poverty	1	1	1
<b>Notes:</b> - High poverty means schools in the top quartile of poverty in the state. - Low poverty means schools in the bottom quartile of poverty in the state. - NCLB defines core academic subjects as: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history and geography.			
<b>Key:</b> < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available			

### Provisionally Licensed Teachers

This table reports the percentage of teachers teaching with provisional or provisional special education credentials.

Provisionally Licensed Teachers			
Credential type	2012-2013	2013-2014	2014-2015
<b>Division</b>			
Provisional	3	3	4
Provisional Special Education	1	1	1
<b>State</b>			
Provisional	5	5	4
Provisional Special Education	1	1	1
<b>Key:</b> < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available			

### Teacher Education Attainment

This table reports the percentage of teachers with bachelor's, master's, or doctorate degrees by highest degree earned.

Teacher Education Attainment			
Degree type	2012-2013	2013-2014	2014-2015
<b>School</b>			
Bachelor's Degree	40	45	42
Master's Degree	60	55	58
Doctoral Degree	0	0	0
<b>Division</b>			
Bachelor's Degree	46	46	45
Master's Degree	53	53	53
Doctoral Degree	1	1	1
<b>State</b>			
Bachelor's Degree	40	40	41
Master's Degree	57	57	56
Doctoral Degree	1	1	1
<b>Key:</b> < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available			

## School - School Safety

Virginia's accreditation standards require school report cards to include information about school safety. The Offense Categories that are listed are the same as the offense categories defined in the Safe Schools Information Resource (SSIR) available on the VDOE Web site.

School - School Safety			
Offense Category	2012-2013	2013-2014	2014-2015
Weapons Offenses	<	<	*
Offenses Against Student	<	<	*
Offenses Against Staff	<	<	*
Other Offenses Against Persons	59	<	*
Alcohol, Tobacco, and Other Drug Offenses	<	<	*
Property Offenses	<	<	*
Disorderly or Disruptive Behavior Offenses	<	<	*
Technology Offenses	<	<	*
All Other Offenses	<	<	*
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available			